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ABSTRACT

This final report summarizes activities of a subcommittee of the Committee on Educational Policy of the Board of Trustees of the California State University (CSU) which examined CSU's relationship to the public schools. Introductory material discusses CSU's educational mission and the background of this effort to strengthen the link with California's schools. The subcommittee's vision of a university environment that fulfills its mission with respect to K-12 schools is displayed with four goals highlighted: (1) the CSU campus as the educational hub for the region; (2) K-12 and the university as full and equal partners; (3) strengthening the link with schools as a university-wide responsibility; and (4) relationships between CSU and the schools as strategically focused on improving education for California's diverse students. Next, examples of current efforts with K-12 schools by the 20 CSU campuses are briefly described in the following areas: improving the high school graduation rate; ensuring equal educational opportunities for all; achieving safe and drug free schools; enhancing K-12 curriculum and assessment; focusing on children and school readiness; increasing adult literacy; improving teacher preparation; and focusing on science, math, and technology.

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ED 363 242

CSU and the Schools: *Partners for Success*

Final Report of the Subcommittee on CSU's Relationship to the Schools

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Committee on Educational Policy
Board of Trustees
California State University

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The Subcommittee on CSU's Relationship to the Schools

In the fall of 1991, the chair of the California State University Trustees' Committee on Educational Policy appointed a subcommittee to examine the role and mission of the CSU with respect to K-12 education and recommend ways in which relationships between the CSU and K-12 schools could be advanced.

During 1992, the Subcommittee on CSU's Relationship to the Schools sponsored several seminars and an open forum to discuss policy needs for strengthening relationships with K-12 education. Invited by the subcommittee to share in these discussions were leaders from state education agencies and organizations; school boards; school faculty, staff, and administrators; business and community leaders; CSU faculty, administrators, and students; and other California colleges and universities. As a result of this process, the subcommittee presented a series of reports and papers to the Committee on Educational Policy during 1992 and 1993.

In July of 1993, the Board of Trustees of the California State University accepted this final report of the subcommittee and adopted the policy framework shown on pages 4 and 5. In adopting this framework, the board reaffirmed the high priority of strengthening relations with K-12 education as an integral part of CSU's mission.

Members of the Subcommittee on CSU's Relationship to the Schools

Claudia H. Hampton, Chair
Marian Bagdasarian
William D. Campbell
Bernard Goldstein

Lee R. Kerschner, Presidential Liaison

CSU's Educational Mission

From their earliest beginnings, the campuses of the California State University have shared a common mission: supporting the educational development of the state of California through teaching, research, and public service. A special responsibility of the CSU is that of preparing the professionals who serve in California schools. CSU prepares the vast majority of teachers educated in California — perhaps ten percent of all new teachers in the nation. CSU also prepares most of the professionals who work with children and youth in the state and has a significant direct and indirect role in statewide human resource development.

The historic relationship between the California State University and California's elementary and secondary schools, however, goes far beyond the simple equation of the flow of students from the schools to the university and then back again as educational and other professionals.

CSU's relationship to the schools is a central component of the cultural and economic vitality of California. Through a mutual commitment to educational equity and diversity, CSU's cooperative early outreach programs with schools have increased the diversity of professionals serving in all areas of California business, industry, and government. As California's primary provider of baccalaureate degrees in professional fields such as business, computer science, and engineering, CSU continues to serve as the primary means of economic mobility for first generation college students, including California's large immigrant population.

Fulfilling this educational mission requires strong working relationships among all the education sectors in the state. This report examines CSU's special relationship with K-12 schools.

Strengthening the Link with California's Schools...

At an organizational seminar in 1991, subcommittee members and state education leaders discussed the role and mission of the CSU in light of recent state and national educational reform efforts. To gain a more in-depth understanding of issues at the local level, the subcommittee sponsored two special seminars in 1992: one at CSU Fullerton and one at CSU Sacramento. Invited to each seminar were leaders from schools, universities, service agencies, and business partners concerned about school improvement. Then, in the fall of 1992, the subcommittee invited all interested parties to attend an open forum, held in conjunction with a meeting of the CSU Board of Trustees, to offer policy recommendations regarding CSU's relationship to the schools. Twenty-six speakers appeared at the forum, including representatives of higher education, K-12 schools, educational professional organizations, state educational agencies, business and community organizations. Testimony from the open forum and special seminars, along with the written comments and recommendations received, were published as the *Compiled Papers from the Open Forum and Special Seminars*.

During its year of data collection and dialogue, the subcommittee was impressed time and again by the extensive ongoing cooperative efforts between CSU campuses and the schools they serve. Speakers at the seminars and open forum uniformly praised CSU for its commitment, its innovative approaches, and the quality of its professional training programs. But they also talked about the current and future needs that they hope the university will help them to address, including: a critical need for teachers with bilingual and multicultural skills; better access by school faculty and administrators to research results; expansion of improvement efforts at the early childhood and elementary levels; better coordination of educational and other services to meet the needs of children, youth, and families; and more cooperative efforts to address school restructuring and curriculum reform. Seminar and open forum participants described, from their own points of view, the optimum relationships between CSU and the schools and how to advance those relationships.

Based on the background studies, special seminars, and the testimony received, the Subcommittee on CSU's Relationship to the Schools has developed the policy framework shown on the following pages. This framework is intended to strengthen CSU's relationship with schools and enhance CSU's role in the improvement of elementary and secondary education in California. The four elements of the policy framework, along with the descriptive indicators that follow, form the subcommittee's vision of a university environment that fulfills the educational mission of the CSU with respect to K-12 schools.

A Policy Framework for CSU

The CSU Campus Is the Educational Hub for Its Region

- ✔ The CSU campus serves as a central clearinghouse for educational services and information in its region.
- ✔ School administrators and faculty are able to call on the university for assistance and support and have access to the expertise in all departments and divisions of the university.
- ✔ Through the use of high technology, every school has direct access to university information resources.
- ✔ The university makes effective use of the expertise of school administrators and faculty.
- ✔ The university research agenda addresses critical issues in schooling.
- ✔ CSU cooperates with community colleges, other public and private universities, county offices of education, and other agencies to improve the total range of support available to the schools.

K-12 and the University Are Full and Equal Partners

- ✔ The leadership of the university and the schools creates an environment conducive to effective school/university collaboration; obstacles to cooperation are minimized.
- ✔ Decision making is done in a collaborative fashion; initiatives are mutually determined.
- ✔ University programs and services address local district requirements and specific needs expressed by school personnel.
- ✔ School personnel find at the university a supportive environment for professional growth and renewal.
- ✔ Classroom teachers participate as partners in collaborative school-university research.
- ✔ Schools and university work together to establish stable, long-term, state and nonstate funding sources for cooperative efforts.
- ✔ Alliances between school and university faculty are fostered and encouraged.

s Relationship to the Schools

Strengthening the Link with Schools Is a University-wide Responsibility

- ✔ All departments and divisions across the university contribute to the relationship with K-12 education.
- ✔ Faculty, student, staff, and administrative leaders actively engage this campuswide responsibility.
- ✔ Faculty expertise and involvement in schools is valued and rewarded by the university.
- ✔ State-of-the-art teaching in every discipline provides a strong foundation for teacher preparation.
- ✔ The university fosters and encourages student public service in the schools.
- ✔ The president's commitment to strengthening relationships with K-12 schools is highly visible.
- ✔ The curriculum is responsive to diverse students in multicultural California.

Relationships Between CSU and the Schools Are Strategically Focused on Improving Education for California's Diverse Students

- ✔ School/university collaboration is outcomes oriented in that it makes a measurable difference for students.
- ✔ Strategic focusing efforts result in maximizing the resources of both the university and the schools.
- ✔ University research provides a basis for improved educational practices and decision making.
- ✔ Schools and universities work together in consultation with members of the community to recast academic requirements in terms of outcomes, putting the emphasis on results and student proficiency.
- ✔ Multicultural approaches expand access, opportunity, and the quality of the educational experience for the wide diversity of students.

Adopted by the
California State University
Board of Trustees
July 1993

How CSU Contributes to Achieving State and National Education Goals

How does the California State University contribute to achieving California's education goals? One task of the Subcommittee on CSU's Relationship to the Schools was to examine the role of the California State University in relation to state and national educational reform.

The subcommittee collected information from the twenty CSU campuses regarding current efforts with K-12 education and, in 1992, published a report entitled *Programs in the California State University That Support Public School Improvement.* The report, while not intended to be a complete listing, contains hundreds of illustrative examples of collaborative efforts in the areas of curriculum improvement, teacher preparation, and increasing educational equity.

Through these and other efforts, CSU campuses demonstrate a high level of commitment to achieving the goals of our state and nation for K-12 education.

Improving the High School Graduation Rate

CSU campuses work with local school districts in a wide variety of efforts to prevent school dropout and increase high school graduation. To address the lack of academic skills that frequently leads to dropout, CSU student interns serve as tutors for high risk middle school and high school students. Throughout the CSU, student community service in schools provides a powerful source of role models and mentoring for elementary and secondary students. A 1988 study showed that nearly one-fourth of all CSU students provide some form of service to schools during the academic year. CSU faculty work with their counterparts in the schools to study the factors affecting high school success and/or dropout, and design intervention strategies based on research results. Initiatives frequently involve the local business community in educational empowerment and school improvement, career preparation, and minority business development. CSU campuses have also developed highly successful Summer Bridge and Step-to-College programs that smooth the transition of underrepresented minority students from school to college.

Ensuring Equal Educational Opportunities for All

Since 1986, CSU has broadened its educational equity priorities to serve underrepresented student populations through a number of collaborative undertakings at every level of education. CSU outreach efforts reach students early in their school experience, stressing communication with parents and community organizations as well as schools. Special outreach programs have been established in 268 high minority high schools throughout the state, with an emphasis on academic achievement and preparation for college. These aggressive outreach efforts have resulted in a steady increase in the number and proportion of minority and other historically underrepresented students who gain admission to the CSU and eventually complete their college education.

Achieving Safe and Drug Free Schools

In addition to providing drug and alcohol abuse prevention training for teachers and counselors, many CSU campuses are pursuing research and service programs related to school drugs and violence, including studies of drug use and trafficking and design of innovative intervention programs. To help improve intergroup relations, CSU campuses also provide teachers and counselors with training on conflict resolution and multicultural approaches.

Enhancing K-12 Curriculum and Assessment

Challenging schools and students to set higher educational goals and attain them is an important role of the university. In the wake of the publication of *A Nation at Risk*, CSU was one of the first major public university systems to raise admission standards. In 1990, just five years after implementation, the percentage of California public high school graduates meeting those tougher standards increased by 24%, including a 26% increase for Latino students and a 47% increase for African-American students. During the same period, the statewide high school dropout rate decreased by 15%, indicating that students can attain higher standards if they are challenged to do so.

CSU faculty work with their school colleagues to continuously revise and update curriculum and assessment and to provide in-service and continuing education for teachers in their subject areas. These efforts range from department-level faculty alliances to statewide programs, such as the joint effort of the CSU, University of California, and California Community College faculty academic senates to develop statements of the competencies expected of beginning freshmen in seven core subject areas. CSU campuses are regional sites for professional development programs funded under the California Subject Matter Projects in the Arts, Foreign Language, History/Social Sciences, Literature, Mathematics, Science, and Writing. And through the statewide California Academic Partnership Program (CAPP), administered by the CSU in cooperation with California's other education segments, more than 1,200 faculty at 71 institutions have been involved in curriculum partnerships to improve learning, academic preparation, and access opportunities, especially for students from groups underrepresented in higher education.

Focusing on Children and School Readiness

In addition to more than 10,000 candidates CSU recommends for teaching credentials each year, the CSU also annually awards more than 10,000 bachelor's and master's degrees in professional fields that serve children and youth, including child development, social work, nutrition, criminal justice, nursing, public administration, and receation. To better prepare teachers and service professionals for working with children and families, CSU campuses are currently reviewing and redesigning professional training programs and developing a more child-centered curriculum in education, health, and human services. CSU campuses also cooperate with schools and local service agencies to implement and evaluate preventative programs, such as school-based family health centers focusing on preventive care, prenatal care, and child care education.

CSU campuses play an important role in bringing local and regional leaders together to address policy needs for children. In 1991, for example, CSU campuses served as co-sponsors and host sites for the California Children's Summits, a series of regional meetings sponsored by the governor, the California School Boards Association, the League of California Cities, and the County Supervisors Association, to design a comprehensive state strategy for children and youth.

Increasing Adult Literacy

Enhancing the literacy and communications skills of all Californians is an important concern of the CSU. CSU faculty work with school and business partners to improve literacy teaching techniques and assessment methods. Literacy training programs for youths and adults in the criminal justice system are also being developed. And to meet the statewide need for research, development, and teacher training, a new CSU Project Literacy will develop teaching methodologies and multimedia curriculum materials, conduct state-of-the-art research, and disseminate effective literacy training methods throughout the state.

Improving Teacher Preparation

Nowhere does CSU have greater impact on the schools than in the preparation of excellent teachers, educational specialists, and leaders. Beginning in the early 1980s, the CSU has undertaken several major initiatives to strengthen its teacher preparation programs, including setting rigorous standards for admission to and exit from teacher preparation and establishing the All-University Responsibility for Teacher Education. Teachers trained in the CSU have a bachelor's degree in one of the major academic disciplines, are certified competent in the subject matter by the major academic department, and then take a fifth-year postbaccalaureate teacher preparation program. In fact, most of the teacher education reforms being recommended now across the country have been in place for many years in the CSU.

CSU campuses are nationally recognized for their innovative and responsive teacher preparation programs and many have won national awards such as the prestigious American Association of State Colleges and Universities Christa McAuliffe Award for Excellence. In recent years, CSU campuses have established specialized training programs to broaden recruitment into the teaching profession, to retrain retired military personnel to become teachers, and to meet the needs of the schools for bilingual education and language development specialists. CSU campuses have implemented a variety of teacher diversity programs to attract and recruit a more diverse pool of prospective teachers, and have collaborated with school districts throughout the state to develop and implement innovative programs to support and retain beginning teachers.

To ensure that CSU professional preparation programs continue to serve on the cutting edge of California's educational needs, the deans of education of the twenty CSU campuses adopted in 1992 a vision for CSU's schools of education, entitled "Making a Difference for California's Children." CSU's deans of education have agreed to monitor progress and share efforts on an annual basis to address the seven areas of their strategic plan.

Focusing on Science, Math, and Technology

CSU campuses are actively involved in enhancing the character and quality of K-12 math and science teaching and learning. CSU faculty work in partnership with business, government, and schools to provide training programs for K-12 teachers in cutting-edge areas of science and technology such as biotechnology or computer applications. Initiatives are also currently under way to redesign teacher preparation in science and math, to develop model school programs that increase the numbers of underrepresented students excelling in math and science, and to expand research on math and science cognition. And through the California Academic Partnership Program (CAPP) CSU also sponsors the statewide voluntary Mathematics Diagnostic Testing Program (MDTP) which provides feedback on college preparatory math skills to over 200,000 middle school and high school students each year.

To assist K-12 faculty to use and teach new technologies, the California Technology Project provides regional and local assistance for planning, implementing, and evaluating educational technology programs. This CSU-managed project also disseminates information regarding high quality educational technology programs through a toll-free on-line electronic bulletin board—with over 5,000 users statewide, growing at the rate of 100 new users each week.

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CSU Institute for Teaching and Learning
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The California State University Institute for Teaching and Learning (CSU/ITL) facilitates a 20-campus network of teaching and learning programs in the CSU system. ERIC/HE has entered into an agreement with CSU/ITL to process documents produced by the system and create a mini-collection within the ERIC database.

Major objectives of this initiative are as follows:

- increase awareness of the work of the CSU Institute for Teaching and Learning;
- increase access to the work of CSU/ITL affiliates;
- begin to build a subset of information on teaching and learning that supports *The National Teaching and Learning Forum (NTLF)*, ERIC/HE's newsletter;
- encourage use of the ERIC system by CSU/ITL member affiliates and the *NTLF* readership; and
- test a model for collaboration between ERIC/HE and a major higher education system.

All CSU/ITL ERIC RIE citations are tagged with the following identifiers appearing in the IDEN:Field:

- College Teaching and Learning Collection; and
- California State University for Teaching and Learning.

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